Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

Name ____________________________ Date __________

Circle 5 and make a number bond.

1. [Illustration of 5 soccer balls]
2. [Illustration of 5 butterflies]

3. [Illustration of 5 strawberries]
4. [Illustration of 5 pencils]

Put nail polish on the number of fingernails shown from left to right. Then fill in the parts. Make the number of fingernails on one hand a part.

5. [Illustration of 8 fingernails on one hand]
6. [Illustration of 6 fingernails on one hand]
6. Make a number bond that shows 5 as one part.

7.

8.

9.

10.

11.

12.
Circle 2 parts you see. Make a number bond to match.

1. 

2. 

3. 

4. 

5. 

6.
7. 

8. 

9. How many pieces of fruit do you see? Write at least 2 different number bonds to show different ways to break apart the total.
Draw one more in the 5-group. In the box, write the numbers to describe the new picture.

1.  

1 more than 7 is_____.
7 + 1 = _____

2.  

1 more than 9 is_____.
9 + 1 = _____

3.  

1 more than 6 is_____.
6 + 1 = _____

4.  

1 more than 5 is_____.
5 + 1 = _____
Lesson 3

Lesson 3: Problem Set

Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.

Date: 5/9/13

1. A. 3

5. 1 more than 8 is ____.
   8 + 1 = ____

6. ____ is 1 more than 7
   ____ = 7 + 1

7. Q Q Q Q Q Q Q

   ____ is 1 more than 6
   ____ = 6 + 1

8. ____ is 1 more than 5.
   ____ = 5 + 1

9. Imagine adding 1 more backpack to the picture. Then write the numbers to match how many backpacks there will be.

   1 more than 7 is ____.
   ____ + 1 = ____
Name ___________________________ Date ____________

Ways to Make 6!

Use the apple picture to help you write all of the different ways to make 6.

\[
\begin{align*}
\square &\quad + \quad \square &\quad + \quad \square \\
\square &\quad + \quad \square &\quad + \quad \square
\end{align*}
\]

Ways to Make 6!

\[
\begin{align*}
\square \quad + \quad \square \quad + \quad \square
\end{align*}
\]

Ways to Make 6!

\[
\begin{align*}
\square \quad + \quad \square \quad + \quad \square
\end{align*}
\]

Lesson 4: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.
Lesson 5: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

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Lesson 5 Problem Set

Ways to Make 7! Use the classroom picture to help you write the expressions and number bonds to show all of the different ways to make 7.

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1. \[ \square + \square \]
2. \[ \square + \square \]
3. \[ \square \]
4. \[ \square + \square \]
5. \[ \square + \square \]
6. \[ \square + \square \]

Lesson 5: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

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Ways to Make 8 Game Recording Sheet

Use your 5-group cards to help you write the expressions and number bonds to show all of the different ways to make 8.
Circle the part. Count on to show 8 with the picture and number bond. Write the expressions.

1. Circle 6. How many more does 6 need to make 8?

2. Circle 5. How many more does 5 need to make 8?

3. Circle 4. How many more does 4 need to make 8?

Name __________________________ Date _______________
1. Circle 7. How many more does 7 need to make 9?

2. Circle 4. How many more does 4 need to make 9?

3. Circle 2. How many more does 2 need to make 9?

Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.
4. Draw a line to show partners of 9.

5. Write a number bond for each partner of 9. Use the partners above for help.
Name ________________________________ Date ____________

1. Use your bracelet to show different partners of 10. Then draw the beads.

Write an expression to match.

[Diagrams showing different number pairs of 10 with corresponding beads and expressions]
2. Match the partners of 10. Then write a number bond for each partner.

3. Color the number bond that has 2 parts that are the same. Write addition sentences to match that number bond.
Lesson 9: Solve **add to** with result unknown and **put together** with result unknown math stories by drawing, writing equations, and making statements of the solution.

Name _______________________________ Date ______________

1. \[
\begin{array}{c}
\text{_____ balls are here.} \\
\text{_____ more roll over.} \\
\text{Now, there are _____ balls.}
\end{array}
\]

\[
\begin{array}{c}
\square + \\
\square = \\
\square
\end{array}
\]

Make a number bond to match the story.

2. \[
\begin{array}{c}
\text{_____ frogs are here.} \\
\text{_____ more hops over.} \\
\text{Now, there are _____ frogs.}
\end{array}
\]

\[
\begin{array}{c}
\square + \\
\square = \\
\square
\end{array}
\]

Make a number bond to match the story.
Lesson 9: Problem Set

NYS COMMON CORE MATHEMATICS CURRICULUM

1.C.10

Date: 5/9/13

Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.

1.C.10

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Name ___________________________  Date ___________

1. Use the picture to write the number sentence and the number bond.

_____ little turtles + _____ big turtles = _____ turtles

2. _____ dogs that are awake + _____ sleeping dogs = _____ dogs

3. _____ pigs + _____ pigs in mud = _____ pigs
4. Draw a line from the picture to the matching 5-group cards.

- [Image of a group of people] with matching 5-group card
- [Image of fish] with matching 2-group card
- [Image of apples and bananas] with matching 5-group card
- [Image of basketball players] with matching 4-group card
Lesson 11 Problem Set

Name ___________________________ Date _______________

1. Jill was given a total of 5 flowers for her birthday. Draw more flowers in the vase to show Jill’s birthday flowers.

   How many flowers did you have to draw? ___ flowers

   Write a number sentence and a number bond to match the story.

   \[ \square = \square + \square \]

2. Kate and Nana were baking cookies. They made 2 heart cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and count on to show the story.

   Write a number sentence and a number bond to match the story.

   \[ 2 + \square = 8 \]

Show the parts. Write a number bond to match the story.

\[ 2 + 1 = 3 \]
Lesson 11: Problem Set

3. Bill has 2 trucks. His friend, James came over with some more. Together they had 5 trucks. How many trucks did James bring over?

James brought over ______ trucks.

Write a number sentence to explain the story.

\[
2 + \Box = 5
\]

4. Jane caught 7 fish before she stopped to eat lunch. After lunch she caught some more. At the end of the day she had 9 fish. How many fish did she catch after lunch?

Jane caught ______ fish after lunch.

Write a number sentence to explain the story.

\[
\Box + \Box = \Box
\]

Name: 

Date: 

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Lesson 12: Solve add to with change unknown math stories using 5-group cards.

Fill in the missing numbers.

1. 

\[3 + \_\_\_ = 5\]

2. 

\[5 + \_\_\_ = 9\]

3. 

\[4 + \_\_\_ = 10\]
4. Kate and Bob had 6 balls at the park. Kate had 2 of the balls. How many balls did Bob have?

\[
\text{_______ balls} = \text{_______ balls + _______ balls}
\]

Bob had _______ balls at the park.

5. I had 3 apples. My mom gave me some more. Then I had 10 apples. How many apples did my mom give me?

\[
\text{_______ apples + _______ apples} = \text{_______ apples}
\]

Mom gave me _______ apples.
With a partner, create a story for each of the number sentences below. Draw a picture to show. Write the number bond to match the story.

1. \[6 + 2 = \square\]

2. \[5 + 5 = \square\]
3. 5 + □ = 7

4. 6 + □ = 10
Name __________________________________________ Date ______________

1. Count on to add.

There are ____ flowers altogether.

There are ____ oranges in all.

There is a total of ____ crayons.
4. Use your 5-group cards to count on to add. Try to use as few dot cards as you can.

\[
\begin{align*}
6 + 1 &= \boxed{} \\
6 + 3 &= \boxed{} \\
7 + 2 &= \boxed{} \\
&= 5 + 3
\end{align*}
\]

5. Use your 5-group cards, your fingers or your known facts to count on to add.

\[
\begin{align*}
8 + 2 &= \boxed{} \\
&= 4 + 1 \\
4 + 3 &= \boxed{} \\
&= 6 + 3
\end{align*}
\]
Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

Name ____________________________ Date ____________

1. Count on to add.

There are ____ crayons altogether.

There are a total of ____ balloons.

In all, there are ____ pencils.
2. What shortcut or efficient strategy can you find to add?

\[
\begin{align*}
4 + 1 &= \boxed{5} \\
4 + 3 &= \boxed{7} \\
7 + 1 &= \boxed{8} \\
&= 6 + 2 \\
&= 5 + 3 \\
&= 3 + 6 \\
&= 3 + 7 \\
2 + 5 &= \boxed{7} \\
7 + 2 &= \boxed{9} \\
7 + 3 &= \boxed{10} \\
&= 4 + 2 \\
&= 2 + 5 \\
&= 6 + 2 \\
&= 2 + 8
\end{align*}
\]
Lesson 16: Count on to find the unknown part in missing addend equations such as 6 + __ = 9. Answer, "How many more to make 6, 7, 8, 9, and 10?"

1. Draw more apples to solve 4 + ? = 6.

$4 \, + \, \square = 6$

I added ____ apples to the tree.

2. How many more to make 7?

$5 \, + \, \square = 7$

3. How many more to make 8?

$\square \, + \, 6 = 8$

4. How many more to make 9?

$7 \, + \, \square = 9$
Lesson 16:

Count on to find the unknown part in missing addend equations such as \(6 + \_ = 9\). Answer, "How many more to make 6, 7, 8, 9, and 10?"

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Lesson 17: Understanding the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Write an expression that matches the groups on each plate. If the plates have the same amount of fruit, write the equal sign between the expressions.

1.

2.

3.

4.

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5. Write an expression to match each domino.

Find two sets of expressions that are equal. Connect them below with = to make true number sentences.

6. Find two sets of expressions that are equal. Connect them below with = to make true number sentences.

Find two sets of expressions that are equal. Connect them below with = to make true number sentences.
1. Write the number bond to match the picture. Then complete the number sentences.

![Number bonds with hearts and circles](image)

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Write the expression under each plate. Add the equal sign to show they are the same amount.

2. 

\[ \square + \square = \square + \square \]

3. 

\[ \square + \square = \square + \square \]

4. 

Draw to show the expression.

\[ \square + \square = 1 + 6 \]

5. Draw and write to show 2 expressions that use the same numbers and have the same total.

\[ \square + \square = \square + \square \]
Circle the larger amount and count on. Write the number sentence starting with the larger number.

1. [Image of a number bond with 3 and + added, and a blank space after the equal sign]

Color the larger part in the number bond. Write the number sentence starting with the larger number.

2. [Image of a number bond with 5 and 2, and a blank space after the equal sign]

3. [Image of a number bond with 3 and 4, and a blank space after the equal sign]

4. [Image of a number bond with 4 and 6, and a blank space after the equal sign]
Shade in the larger part of the bond. Count on from that part to find the total. Rewrite the number sentence to start with the larger number.

5. 

6. 

Circle the larger number and count on to solve.

7. 1 + 5 = _____

8. 2 + 6 = _____

9. 4 + 3 = _____

10. 3 + 6 = _____
Lesson 21: Visualize and solve doubles and doubles plus 1 with 5-group cards.

Add the numbers on the pairs of cards. Write the number sentences. Color doubles red. Color doubles plus 1 blue.

1. \[3 + 3 = \square\]
2. \[4 + 4 = \square\]
3. \[3 + 4 = \square\]
4. \[5 + 4 = \square\]

Solve. Use your doubles to help. Draw and write the double that helped.

5. \[5 + 4 = \square\]
6. \[4 + 3 = \square\]
7. Solve the doubles and the doubles plus one number sentences.

(a) \(0 + 0 = \square\)  
(b) \(2 + 2 = \square\)  
(c) \(3 + 3 = \square\)  
(d) \(4 + 4 = \square\)  
(e) \(3 + \square = 6\)  
(f) \(5 + \square = 10\)

(a) \(0 + 1 = \square\)  
(b) \(2 + 3 = \square\)  
(c) \(3 + 4 = \square\)  
(d) \(4 + 5 = \square\)  
(e) \(3 + \square = 7\)  
(f) \(4 + \square = 9\)

8. Show how this strategy can help you solve: \(5 + 6 = \square\)

9. Write a set of 4 related addition facts for letter (d).
Name ______________________________ Date ______________

Use RED to color boxes with 0 as an addend. Find the total for each.
Use ORANGE to color boxes with 1 as an addend. Find the total for each.
Use YELLOW to color boxes with 2 as an addend. Find the total for each.
Use GREEN to color boxes with 3 as an addend. Find the total for each.
Use BLUE to color the boxes that are left. Find the total for each.

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Use your chart to write a list of number sentences in the spaces below.

<table>
<thead>
<tr>
<th>Totals of 10</th>
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<th>Totals of 8</th>
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Lesson 24 Problem Set

Related Fact Ladders

1. 
   \[2 + 1 = 3\]

2. 
   \[4 + 1 = 5\]

3. 
   \[5 + 5 = 10\]

4. 
   \[3 + 4 = 7\]

5. 
   \[2 + 6 = 8\]

6. 
   \[7 + 3 = 10\]
Name __________________________________________ Date ______________

Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.

1. Rachel and Lucy are playing with 5 trucks. If Rachel is playing with 2 of them, how many is Lucy playing with?

Lucy is playing with ______ trucks.

2. Jane had 9 fish at the end of the day. She had 7 fish before she ate lunch. How many fish did she catch after lunch?

Jane caught ______ fish after lunch.
3. Dad bought 6 shirts. The next day he returned some of them. Now he has 2 shirts. How many shirts did Dad return?

Dad returned ______ shirts.

4. John had 3 strawberries. Then his friend gave him more fruit. Now John has 7 pieces of fruit. How many pieces of fruit did John's friend give him?

John's friend gave him ______ pieces of fruit.
Name ___________________________ Date ______________

Use the number path to solve.

1. 1 2 3 4 5 6 7 8 9 10
   
   6 - 4 = ____ ○ ○ 4 + ____ = 6

2. 1 2 3 4 5 6 7 8 9 10
   
   8 - 5 = ____ ○ ○ 5 + ____ = 8

3. 1 2 3 4 5 6 7 8 9 10
   
   9 - 6 = ____ ○ ○ 6 + ____ = 9

4. 1 2 3 4 5 6 7 8 9 10
   
   9 - 3 = ____ ○ ○ 3 + ____ = 9
Use the number path to help you solve.

1 2 3 4 5 6 7 8 9 10

5. 5 - 4 = _____ 4 + _____ = 5

6. 5 - 1 = _____ 1 + _____ = 5

7. 7 - 5 = _____ 5 + _____ = 7

8. 10 - 6 = _____ 6 + _____ = 10

9. 9 - 3 = _____ 3 + _____ = 9
Lesson 27: Count on using the number path to find an unknown part (Day 2 of Lesson 26).

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Rewrite the subtraction number sentence as an addition number sentence. Place a □ around the unknown. Use the number path if you want to.

1. \(4 - 3 = \square + \square = \square\)
2. \(6 - 2 = \square + \square = \square\)
3. \(7 - 3 = \square + \square = \square\)
4. \(9 - 6 = \square\)
5. \(10 - 2 = \square\)

Use the number path to count on.

6. \(8 - 4 = \square\) \hspace{1cm} \(4 + \square = 8\)
7. \(9 - 5 = \square\) \hspace{1cm} \(5 + \square = 9\)
Lesson 27 Problem Set

Hop back on the number path to count back.

8. \(10 - 1 = \) ________

9. \(9 - 2 = \) ________

Pick the best way to solve the problem. Check the box.

(a) \(10 - 9 = \) _____
(b) \(9 - 1 = \) _____
(c) \(8 - 5 = \) _____
(d) \(8 - 6 = \) _____
(e) \(7 - 4 = \) _____
(f) \(6 - 3 = \) _____
Lesson 28 Problem Set

Name ______________________________ Date ________________

Read the story. Draw a horizontal line through the items that are leaving the story.

Then complete the number bond, sentence and statement.

(a) There are 5 toy airplanes flying at the park.
    1 went down and broke.
    How many airplanes are still flying?

\[ 5 - 1 = \_\_\_\_ \]

There are _______ airplanes still flying.

(b) I had 6 eggs from the store.
    3 of them were cracked.
    How many eggs did I have that were not cracked?

\[ 6 - \_\_\_\_ = \_\_\_\_ \]

_________ eggs were not cracked.
Draw a number bond and math drawing to help you solve the problems.

c) Kate saw 8 cats playing in the grass. 3 went away to chase a mouse. How many cats remained in the grass?

\[
\begin{align*}
\text{8 cats} - \text{3 cats} &= \text{5 cats} \\
\text{5 cats remained in the grass.}
\end{align*}
\]

d) There are 7 mango slices. 2 of them were eaten. How many mango slices are left to eat?

\[
\begin{align*}
\text{7 mango slices} - \text{2 mango slices} &= \text{5 mango slices} \\
\text{There are 5 mango slices left.}
\end{align*}
\]
Name ____________________________________ Date __________

Complete the story and solve. Label the number bond. Color the missing part in the number sentence and number bond.

1. There are ___ apples.
   ____ have worms. Yuck!
   How many good apples are there?
   There are _____ good apples.

   ![Number bond diagram]
   \[6 - \square = \square\]

2. ____ books are in the case.
   ____ books are on the top shelf.
   How many books are on the bottom shelf?
   ____ books are on the bottom shelf.

   ![Number bond diagram]
   \[9 - \square = \square\]
Lesson 29

Solve take apart with addend unknown math stories with math drawings, equations and statements, circling the known part to find the unknown.

Use number bonds and math drawings in a line to solve.

3. There are 8 animals at the pond.
   2 are big. The rest are small.
   How many are small?
   _____ animals are small.

4. There are 7 students in the class.
   _____ are girls.
   How many students are boys?
   _____ students are boys.
Solve the math stories. Complete and label the number bond and the picture number bond. Lightly shade in the solution.

1. Jill was given a total of 5 flowers for her birthday. She put 3 in one vase and the rest in another vase. How many did she put in the other vase?

   ![Diagram]

   \[3 + \square = 5\]
   \[5 - 3 = \square\]

2. Kate and Nana were baking cookies. They made 5 heart-shaped cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and solve.

   ![Diagram]

   \[5 + \square = 8\]
   \[8 - 5 = \square\]
Solve. Complete and label the number bond and the picture number bond. Circle the unknown number.

3. Bill has 2 trucks. His friend, James came over with some more. Together they had 6 trucks. How many trucks did James bring over?

\[ \square + \square = 6 \]

\[ 6 - \square = \square \]

James brought over _____ trucks.

4. Jane caught 5 fish before she stopped to eat lunch. After lunch she caught some more. At the end of the day she had 9 fish. How many fish did she catch after lunch?

\[ \square + \square = 9 \]

\[ 9 - \square = \square \]

Jane caught _____ fish after lunch.
Make a math drawing and circle the part you know. Cross out the unknown part.

Complete the number sentence and number bond.

1. Kate made 7 cookies. Bill ate some. Now Kate has 5 cookies. How many cookies did Bill eat?

\[
\begin{array}{c}
\text{Bill ate } \square \square \square \text{ cookies.}
\end{array}
\]

2. On Monday Tim had 8 pencils. Tuesday, he lost some pencils. On Wednesday, he has 4 pencils. How many pencils did Tim lose?

\[
\begin{array}{c}
\text{Tim lost } \square \square \square \text{ pencils.}
\end{array}
\]
3. A store had 6 shirts on the rack. Now there are 2 shirts on the rack. How many shirts were sold?

\[ \square - \square = \square \]

\[ \underline{\text{shirts were sold.}} \]

4. There were 9 children at the park. Some children went inside. 5 children stayed. How many children went inside?

\[ \square - \square = \square \]

\[ \underline{\text{children went inside.}} \]
Lesson 32: Solve put together/take apart with addend unknown.

Date: 5/9/13

Name ______________________________ Date ___________________

Solve. Use simple math drawings to show how to solve with addition and subtraction. Label the number bond.

1. There are 5 apples. 4 are Sam’s. The rest are Jims. How many are Jim’s?

   \[
   \begin{array}{c}
   5 \\
   \hline
   \hspace{2cm} + \hspace{2cm} = \hspace{2cm} 5 \\
   \hspace{2cm} 5 \hspace{2cm} - \hspace{2cm} = \hspace{2cm} \hspace{2cm} \\
   \end{array}
   \]

2. There are 8 mushrooms. 5 are black. The rest are white. How many are white?

   \[
   \begin{array}{c}
   8 \\
   \hline
   \hspace{2cm} + \hspace{2cm} = \hspace{2cm} 8 \\
   \hspace{2cm} 8 \hspace{2cm} - \hspace{2cm} = \hspace{2cm} \hspace{2cm} \\
   \end{array}
   \]
Use the number bond to complete the number sentences. Use simple math drawings to tell math stories.

3.

\[
\begin{array}{c}
8 \\
6 \\
\hline
\end{array}
\]

___ + ___ = 8
8 - ___ = ___

4.

\[
\begin{array}{c}
9 \\
3 \\
\hline
\end{array}
\]

___ + ___ = ___
___ - ___ = ___
Lesson 33

Model 0 less and 1 less pictorially and as subtraction number sentences.

Date: 5/9/13

Cross off, when needed, to subtract.

1. \(\begin{array}{ccccccc}
\circ & \circ & \circ & \circ & \circ & \bigcirc & \bigcirc \\
\end{array}\) 2.

\(6 - 1 = ___\) \(6 - 0 = ___\)

If you want, make a 5-groups drawing for each problem like the ones above.
Show the subtraction.

3. 4.

\(7 - 1 = ___\) \(7 - 0 = ___\)

5. 6.

\(10 - 1 = ___\) \(10 - 0 = ___\)

7. 8.

\(8 - 1 = ___\) \(8 - 0 = ___\)

9. 10.

\(9 - 1 = ___\) \(9 - 0 = ___\)
Cross off, when needed, to subtract.

11. 6
12. 8
13. 9

6 - 1 = ___  
8 - 1 = ___  
9 - 0 = ___

Subtract.

14. 7 - 1 = ___  
15. 8 - 0 = ___  
16. 9 - 1 = ___

Fill in the missing number. Visualize your 5-groups to help you.

(a) 6 - 0 = ___  
(b) 6 - 1 = ___  
(c) 7 - ___ = 7  
(d) 7 - 1 = ___  
(e) 8 - 0 = ___  
(f) 8 - ___ = 7  
(g) 9 - ___ = 9  
(h) 9 - 1 = ___  
(i) 10 - ___ = 10  
(j) 10 - ___ = 9
Cross off to subtract.

1. 6
   6 - 6 = ___

2. 6
   6 - 5 = ___

Subtract. Make a math drawing, like the ones above, for each.

3. 7
   7 - 7 = ___

4. 7
   7 - 6 = ___

5. 10
   10 - 10 = ___

6. 10
   10 - 9 = ___

7. 8
   8 - 8 = ___

8. 8
   8 - 7 = ___

9. 9
   9 - 9 = ___

10. 9
    9 - 8 = ___
Cross off, when needed, to subtract.


6 - 6 = ___ 8 - 8 = ___ 9 - 8 = ___

Subtract. Make a math drawing, like the ones above, for each.

14. 15. 16.

7 - 7 = ___ 8 - 7 = ___ 9 - 9 = ___

Fill in the missing number. Visualize your 5-groups to help you.

(a) 6 - 6 = ____  (b) 6 - 5 = ____
(c) 7 - ____ = 0  (d) 7 - 6 = ____
(e) 8 - 8 = ____  (f) 8 - ____ = 1
(g) 9 - ____ = 0  (h) 9 - 8 = ____
(i) 10 - ____ = 10  (j) 10 - ____ = 1
Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decomposition.

Date: 5/9/13

Solve the sets of number sentences. Look for “easy groups” to cross off.

1. 

2. 

3. 

Subtract. Make a math drawing, like the ones above, for each. Write a number bond.

4. 

5. 

6 - 5 = ___
8 - 3 = ___
9 - 4 = ___
6 - 1 = ___
8 - 5 = ___
9 - 5 = ___

7 - 5 = ___
10 - 5 = ___
7 - 2 = ___

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Solve. Visualize your 5-groups to help you.

(a) $7 - 5 = \_\_\_$  
(b) $7 - \_\_\_ = 5$  
(c) $8 - 3 = \_\_\_$

(d) $9 - \_\_\_ = 4$  
(e) $9 - \_\_\_ = 5$  
(f) $8 - \_\_\_ = 3$

Complete the number bond. Complete the number sentence.

6. $4 - 2 = \_\_\_$

7. $6 - 3 = \_\_\_$

8. $10 - 5 = \_\_\_$

9. $8 - 4 = \_\_\_$

10. $8 - 4 = \_\_\_$

11. $6 - 3 = \_\_\_$

Complete the number sentences below. Circle the strategy that can help.

(a) $7 - 5 = \_\_\_$  
(b) $7 - 2 = \_\_\_$  
(c) $8 - 4 = \_\_\_$  
(d) $8 - 3 = \_\_\_$  
(e) $8 - 5 = \_\_\_$  
(f) $10 - 5 = \_\_\_$
Solve the sets. Cross off on the 5-groups.
Use the first number sentence to help you solve the next.

1.  2.  3.

10 – 9 = ___ 10 – 6 = ___ 10 – 3 = ___
10 – 1 = ___ 10 – 4 = ___ 10 – 7 = ___

Make a math drawing and solve.

4.  5.  6.

10 – 5 = ___ 10 – 8 = ___
10 – 6 = ___ 10 – 2 = ___
Subtract. Then write the related subtraction sentence. Make a math drawing if needed and complete a number bond for each.

7. \[ 10 - 8 = \_\_\_\_\_ \]

8. \[ 10 - 9 = \_\_\_\_\_ \]

9. \[ 10 - 3 = \_\_\_\_\_ \]

10. \[ 10 - 6 = \_\_\_\_\_ \]

Fill in the missing part. Write the 2 matching subtraction sentence.

(a) \[ \begin{array}{c}
10 \\
9 \\
\end{array} \]

(b) \[ \begin{array}{c}
2 \\
10 \\
\end{array} \]

(c) \[ \begin{array}{c}
10 \\
3 \\
\end{array} \]

(d) \[ \begin{array}{c}
6 \\
10 \\
\end{array} \]

(e) \[ \begin{array}{c}
5 \\
10 \\
\end{array} \]
Name _________________________________  Date ________________

Solve the sets. Cross off on the 5-groups. Write the related subtraction sentence that would have the same number bond.

1.  
\[ \begin{array}{c}
\circ \circ \\
\circ \circ \\
\circ \circ \\
\circ \circ \\
\end{array} \]

\[ 9 - 8 = \_\_\_ \]

\[ 9 - 1 = \_\_\_ \]

2.  
\[ \begin{array}{c}
\circ \circ \\
\circ \circ \\
\circ \circ \\
\circ \circ \\
\end{array} \]

\[ 9 - 7 = \_\_\_ \]

3.  
\[ \begin{array}{c}
\bullet \bullet \bullet \bullet \\
\bullet \bullet \bullet \bullet \\
\bullet \bullet \bullet \bullet \\
\end{array} \]

\[ 9 - 9 = \_\_\_ \]

Make a 5-group drawing. Solve and write a related subtraction sentence that would have the same number bond. Cross off to show.

4.  
\[ 9 - 6 = \_\_\_ \]

5.  
\[ 9 - 4 = \_\_\_ \]

6.  
\[ 9 - 3 = \_\_\_ \]
Subtract. Then write the related subtraction sentence. Make a math drawing if needed and complete a number bond.

7. 

\[ 9 - 5 = \_\_\_ \]

8. 

\[ 9 - 8 = \_\_\_ \]

9. 

\[ 9 - 7 = \_\_\_ \]

10. 

\[ 9 - 3 = \_\_\_ \]

11. Fill in the missing part. Write the 2 matching subtraction sentences.

(a) 

\[ \begin{array}{c}
9 \\
0
\end{array} \]

(b) 

\[ \begin{array}{c}
8 \\
9 \\
9
\end{array} \]

(c) 

\[ \begin{array}{c}
9 \\
2
\end{array} \]

(d) 

\[ \begin{array}{c}
9 \\
6 \\
9
\end{array} \]

(e) 

\[ \begin{array}{c}
5 \\
9
\end{array} \]
Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

Date: 5/9/13

Name ____________________________ Date ____________

Pick a subtraction flashcard.
Find the related addition fact on the chart and shade it in.
Write the subtraction sentence and a number bond to match.
Continue for at least 6 turns.
Directions: On your addition chart shade a square orange. Write the related subtraction fact in a space below with its number bond. Color all the totals orange.

1. _______ - _______ = _______

2. _______ - _______ = _______

3. _______ - _______ = _______

4. _______ = _______ - _______

5. _______ = _______ - _______
Study the addition chart to solve and write related problems.

Pick a subtraction flashcard. Find the related addition fact on the chart and shade it in. Write the subtraction sentence and the related addition sentence. Write the other two related facts. Continue for at least 4 turns.
Directions: Choose an expression card and write 4 problems that use the same parts and totals. Shade the totals orange.

1. ____ - _____ = ____
   ____ + _____ = ____

2. ____ - _____ = ____
   ____ + _____ = ____

3. ____ - _____ = ____
   ____ + _____ = ____

4. ____ - _____ = ____
   ____ + _____ = ____

1.J.26
Make a number bond for the pictures that shows 5 as one part.

1.  

2.  

Name ____________________________  Date _______________

Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

Date: 5/9/13
Circle 2 parts you see. Make a number bond to match.

1.

2.

3.

4.
Lesson 3 Exit Ticket

Name ___________________________ Date _____________

How many objects do you see? Draw one more. How many objects are there now?

1. □ □ □ □ □ □ □ □ □

____ is 1 more than 9.

9 + 1 = _____

2. ⚡ ⚡ ⚡ ⚡ ⚡

1 more than 6 is _____.

____ + 1 = _____
Lesson 4: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

Name ___________________________ Date ________________

Show different ways to make 6. In each set, shade some circles and leave the others blank.

Write a number bond to match this picture.

Write a number sentence to match this picture.

+ =
Color in two dice that make 7 together. Then fill in the number bond and number sentences to match the dice you colored.

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```
Fill in the missing part of the number bond and count on to find the total. Then write 2 addition sentences for each number bond.

1. 

\[
\begin{array}{c}
\begin{array}{ccc}
5 & & \\
\downarrow & & \\
\square & & \\
\square & + & \square \\
\square & + & \square \\
\end{array}
\end{array}
\]

\[\square + \square = \square\]

\[\square + \square = \square\]

2. 

\[
\begin{array}{c}
\begin{array}{ccc}
6 & & \\
\downarrow & & \\
\square & & \\
\square & + & \square \\
\square & + & \square \\
\end{array}
\end{array}
\]

\[\square + \square = \square + \square\]

\[\square + \square = \square + \square\]
1. Circle the pairs of numbers that make 9.

2. Complete the number bonds and show 2 different ways to make 9.
1. Color the partners that make 10.
Lesson 9 Exit Ticket

Draw a picture and write a number sentence to match the story.

1. Ben has 3 red balls and gets 5 green balls. How many balls does he have now?

Ben has _______ balls.
Draw to show the story. There are 3 large balls and 4 small balls.

\[
\begin{array}{ccc}
\text{3} & + & \text{4} \\
\hline
\text{7}
\end{array}
\]

How many balls are there? There are _____ balls.

Circle the set of numeral tiles that match your picture.
1. Draw more bears to show that Jen has 8 bears total.

I added _____ more bears.

Write a number sentence to show how many bears you drew.
Name ________________________________________ Date ________________

Draw a picture and count on to solve the math story.

Bob caught 5 fish. John caught some more fish. They had 7 fish in all. How many fish did John catch?

Write a number sentence to match your picture.

______ = ______ + ______

John caught _________ fish.
Tell a math story for each number sentence by drawing a picture.

1. $5 + 1 = 6$
2. $3 + ? = 8$
Lesson 14 Exit Ticket

Name ________________________________ Date ___________

I counted ______ more hats.

Count on to solve the number sentences.

6 + 2 = [ ]

7 + 3 = [ ]

8 + 2 = [ ]
Lesson 15 Exit Ticket

Name ________________________________  Date ________________

Use the picture to add.

Show the shortcut you used to add.

There are _________ eggs total.

☐ + ☐ = ☐

Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

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Name ____________________________ Date ______________

Solve the number sentences. Circle the tool or strategy you used.

5 + ______ = 7
I counted on ______ using
Or
I just knew

6 + ______ = 9
I counted on ______ using
Or
I just knew
Use math drawings to make the pictures equal. Connect them below with = to make true number sentences.

Shade the equal dominoes. Write a true number sentence.
Find two ways to fix each number sentence to make it true.

7 + 3 = 6 + 2

7 + 3 = 6 + 4

8 + 1 = 3 + 5

date: 5/9/13
Draw a picture and write the number sentences to show the parts in a different order.

___ + ___ = ___
___ + ___ = ___
___ + ___ = ___
___ + ___ = ___

Represent the same story scenario with addends repositioned (the commutative property).
Lesson 20 Exit Ticket

Name ____________________________  Date __________________

Circle the larger part, and complete the number bond. Write the number sentence starting with the larger part.

3 + 5 = □

2 + □ = □ □

Apply the commutative property to count on from a larger addend.
Write the double and double plus one number sentence for the 5-group card.

4

5
Name ________________________________ Date ____________________

Some of the addends in this chart are missing! Fill in the missing numbers.

<table>
<thead>
<tr>
<th>1 + 0</th>
<th>1 + 1</th>
<th>1 + 2</th>
<th>1 + 3</th>
<th>1 + 4</th>
<th>1 + 5</th>
<th>1 + 6</th>
<th>1 + 7</th>
<th>1 + 8</th>
<th>1 + 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 + 0</td>
<td>2 + 1</td>
<td>2 + 2</td>
<td>2 + ___</td>
<td>2 + 4</td>
<td>2 + 5</td>
<td>2 + 6</td>
<td>2 + 7</td>
<td>2 + 8</td>
<td></td>
</tr>
<tr>
<td>3 + 0</td>
<td>3 + 1</td>
<td>3 + 2</td>
<td>3 + ___</td>
<td>3 + 4</td>
<td>3 + 5</td>
<td>3 + 6</td>
<td>3 + 7</td>
<td></td>
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</tr>
<tr>
<td>4 + 0</td>
<td>4 + ___</td>
<td>4 + 2</td>
<td>4 + 3</td>
<td>___ + 4</td>
<td>___ + 5</td>
<td>___ + 6</td>
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</tr>
<tr>
<td>5 + 0</td>
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<tr>
<td>6 + 0</td>
<td>6 + ___</td>
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<td>8 + ___</td>
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<td>9 + ___</td>
<td>9 + 1</td>
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<td>10 + 0</td>
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</tbody>
</table>
Lesson 23 Exit Ticket

Name ___________________________ Date ________________

Circle all the boxes that total 10. Make a straight line through all the boxes that total 8.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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<tr>
<td>9 + 0</td>
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</tbody>
</table>
Solve the number sentences. Use the key to color. Once the box is colored, you do not need to color it again.

Color doubles - Red.
Color +1 - Blue
Color +2 - Green
Color doubles +1 - Brown

CHALLENGE:
List the number sentences that can be colored more than 1 way.

__________________________ __________________________
Name ____________________________ Date ____________

Solve the math story. Complete the number bonds and number sentences. Color the unknown number yellow.

Rich bought 6 cans of soda on Monday.
He bought some more on Tuesday.
Now he has 9 cans of soda.
How many cans did Rich buy on Tuesday?

Rich bought ________ cans.

\[ \begin{array}{c}
\square + \square = \square \\
\square - \square = \square 
\end{array} \]
Use the number path to solve. Write the addition sentence you used to help you solve.

\[
\begin{array}{cccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\end{array}
\]

a) \(7 - 5 = \) _______  
\[\text{__________}\]

b) \(9 - 2 = \) _______  
\[\text{__________}\]

c) \____ = 10 - 3 
\[\text{__________}\]
Ben thinks to solve 7-6 you should count back and Pat thinks you should count on. Which is the best way to solve this expression? Make a simple math drawing to show why.

7 - 6 = ____________
Name ____________________________ Date ______________

Read the problem. Make a math drawing to solve.

There were 9 kites flying in the park. 3 kites got caught in trees. How many kites were still flying?

___  -  ___  =  ___

___ kites were still flying.
Lesson 29 Exit Ticket

Read the story. Make a math drawing to solve.

There are 9 baseball players on the team. 7 are on the bench. How many are not on the bench?

___ - ___ = ___

_____ players are not on the bench.
Name ___________________________ Date _______________

Draw and label a picture number bond to solve.

1. Toby collects shells. On Monday he finds 6 shells. On Tuesday he finds some more. Toby finds a total of 9 shells. How many shells does Toby find on Tuesday?

\[
\begin{array}{c}
\Box \\
\Box \\
\Box \\
\end{array}
\]

\[
\begin{align*}
\quad + \quad &= \quad \\
\quad - \quad &= \quad 
\end{align*}
\]

Toby finds ________ shells on Tuesday.

\[
\begin{align*}
\quad - \quad &= \quad 
\end{align*}
\]
Make a math drawing and circle the part you know. Cross out the unknown part. Complete the number sentence and number bond.

1. Deb blows up 9 balloons. Some balloons popped. 3 balloons are left. How many balloons popped?

_____ balloons popped.  

\[
\begin{array}{c}
\square - \square = \square \\
\end{array}
\]
Lesson 32 Exit Ticket

NYS COMMON CORE MATHEMATICS CURRICULUM

Read the math story. Make a math drawing and solve.

Glenn has 9 pens. 5 are black. The rest are blue. How many pens are blue?

_____ pens are blue.

_____ - _____ = _____       _____ + _____ = _____

Name ___________________________________________ Date ________________
Complete the numbers sentences. If you want, use 5-group drawings to show the subtraction.

1. \( 9 - 1 = \) ___
2. \( 8 = \) ___ - 0
3. \( 8 = \) ___ - 1
4. \( 10 = 10 - \) ___
Name _________________________________ Date __________________

Make 5-group drawings to show the subtraction.

1. __________ 2. __________

$9 - ____ = 1$ $0 = 10 - ____$

3. __________ 4. __________

$1 = ____ - 7$ $0 = ____ - 9$
Name ____________________________ Date ________________

Solve the number sentences. Make a number bond. Draw a picture or write a statement about the strategy that helped you.

1. _____ - 5 = 5  
2. 8 - ____ = 4  
3. 9 - ____ = 4

Doubles helped me solve.

6 - 3 = 3
Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

1. ___________________   ___________________ ________________
   _______________   _______________ _______________
   10
   7

2. ___________________   ___________________ ________________
   _______________   _______________ _______________
   10
   2

3. ___________________   ___________________ ________________
   _______________   _______________ _______________
   10
   4

Date ___________________
Lesson 37: Relate subtraction from nine to corresponding decompositions.

Name __________________________ Date _______________

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

1. \[
\begin{array}{c}
9 \\
7
\end{array}
\] _________________

2. \[
\begin{array}{c}
9 \\
\_3
\end{array}
\] _________________

3. \[
\begin{array}{c}
9 \\
\_4
\end{array}
\] _________________

"
Write the related number sentences for the number bonds.

1. 

\[
\begin{array}{c}
10 \\
\downarrow \\
3 \\
\end{array} \quad \begin{array}{c}
7 \\
\downarrow \\
3 \\
\end{array}
\]

_____ - _____ = ____

_____ + _____ = ____

2. 

\[
\begin{array}{c}
9 \\
\downarrow \\
3 \\
\end{array} \quad \begin{array}{c}
6 \\
\downarrow \\
3 \\
\end{array}
\]

_____ - _____ = ____

_____ + _____ = ____
Write the related number sentences for the number bonds.

1. \[
\begin{align*}
10 & \quad 8 \\
\phantom{0} & \\
\phantom{0} & 
\end{align*}
\]

\[
\begin{align*}
\_ & - \_ = \\
\_ & + \_ = \\
\_ & = \\
\_ & = \\
\_ & = \\
\_ & = 
\end{align*}
\]

2. \[
\begin{align*}
9 & \quad 7 \\
\phantom{0} & \\
\phantom{0} & 
\end{align*}
\]

\[
\begin{align*}
\_ & - \_ = \\
\_ & + \_ = \\
\_ & = \\
\_ & = \\
\_ & = \\
\_ & = 
\end{align*}
\]
Circle 5 and make a number bond.

1. 

2. 

3. 

4. 

Make a number bond that shows 5 as one part.

5. 

6. 

7. 

8.
Make a number bond for the dominoes.

9. [Diagram of domino with dots]
10. [Diagram of domino with dots]

11. [Diagram of domino with dots]
12. [Diagram of domino with dots]

Circle 5 and count. Then make a number bond.

13. [Diagram of dots arranged in a group] [Diagram of number bond]
14. [Diagram of dots arranged in a group] [Diagram of number bond]

15. [Diagram of dots arranged in a group] [Diagram of number bond]
16. [Diagram of dots arranged in a group] [Diagram of number bond]
Circle 2 parts you see. Make a number bond to match.

1. [Diagram of dots]
2. [Diagram of dots]
3. [Diagram of dots]
4. [Diagram of dots]
5. [Diagram of stars]
6. [Diagram of stars]
7. [Diagram of stars]
8. [Diagram of stars]
How many animals do you see? Write at least 2 different number bonds to show different ways to break apart the total.

9.

10.
Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.
Lesson 3 Homework

5. Imagine adding 1 more pencil to the picture. Then write the numbers to match how many pencils there will be.

![Picture of pencils]

1 more than 5 is _____.
5 + 1 = ______

6. Imagine adding 1 more flower to the picture. Then write the numbers to match how many flowers there will be.

![Picture of flowers]

_____ is 1 more than 8.
_____ + 1 = ______
Today we learned the different combinations that make 6! For homework, cut out the flashcards below and write the number sentences on the back that you learned today. Keep these flashcards in the place where you do your homework to practice ways to make 6 until you know them really well! As we continue to learn different ways to make 7, 8, 9, and 10 in the upcoming week, continue to make new flashcards.

*Note to families: Be sure students make each of the combinations that make 6. The number bond cards can look something like this:

Front of card

```
6
```

2

4

Back of card

```
2 + 4 = 6
```
Lesson 4: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

Date: 5/9/13
1. Match the dice to show different ways to make 7. Then draw a number bond for each pair of dice.

2. Make 2 number sentences. Use the number bonds above for help.

3. Fill in the missing number from the number bond. Then write more addition sentences for the number bond you made.
4. Color the dominoes that make 7.

5. Complete the number bonds for the dominoes you colored.
1. Match the dots to show different ways to make 8. Then draw a number bond for each pair.

2. Show 2 ways to make 8. Use the number bonds above for help.

3. Fill in the missing number of the number bond. Write 2 addition sentences for the number bond you made. Notice where the equal sign is to make your sentence true.
Lesson 7 Homework

Name ____________________________ Date ____________

Ways to Make 9!

Use the bookshelf picture to help you write the expressions and number bonds to show all of the different ways to make 9.

Example:

\[
\begin{array}{c}
\square + \square + \square = 9 \\
\square + \square + \square = 9
\end{array}
\]
1. Rex found 10 bones on his walk. He can’t decide which part he wants to bring to his doghouse and which part he should bury. Help show Rex his choices by filling in the missing parts to the number bonds.

2. He decided to bury 3 and bring 7 back home. Write all the adding sentences that match this number bond.
Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.

Date: 5/9/13

1. Use the picture to tell a math story.

Write a number bond to match your story.

Write a number sentence to tell the story.

There are ______ sharks.

2. Use the picture to tell a math story.

Write a number bond to match your story.

Write a number sentence to tell the story.

There are ______ students.
3. Jim has 4 big dogs and 3 small dogs. How many dogs does Jim have?

\[ \square + \square = \square \]

Jim has ________ dogs.

4. Liv plays at the park. She plays with 3 girls and 6 boys. How many kids does she play with at the park?

\[ \square = \square + \square \]

Liv plays with ________ kids.
Lesson 10 Homework

1. Use your 5-group cards to solve.

Draw the other 5-group card to show what you did.

2. Use your 5-group cards to solve.

Draw the other 5-group card to show what you did.
3. There are 4 tall boys and 5 short boys. Draw to show how many boys there are in all.

There are ______ boys in all.
Write a number sentence to show what you did.

\[ \square + \square = \square \]

Write a number bond to match the story.

4. There are 3 girls and 5 boys. Draw to show how many children there are altogether.

There are ______ children altogether.
Write a number sentence to show what you did.

\[ \square + \square = \square \]

Write a number bond to match the story.
1. Use the 5-group cards to count on to find the missing number in the number sentences.

\[ 2 + \square = 7 \]

\[ 8 = 5 + \square \]

\[ 9 = 7 + \square \]

\[ 9 = \square + 9 \]

Match the number sentence to the math story. Draw a picture or use your 5-group cards.
Lesson 11: Solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution.

Scott has 3 cookies. His mom gives him some more. Now he has 8 cookies. How many cookies did his mom give him?

Scott has _________ cookies.

\[ \begin{array}{ccc}
6 & + & ? \\
\hline
9
\end{array} \]

Kim sees 6 birds in the tree.
Some more birds fly in.
Kim sees 9 birds in the tree. How many birds fly to the tree?

______ birds fly to the tree.

\[ \begin{array}{ccc}
3 & + & ? \\
\hline
8
\end{array} \]

\[ \begin{array}{ccc}
4 & + & ? \\
\hline
8
\end{array} \]
Use your 5-group cards to count on to find the missing number in the number sentences.

1. \[ \begin{array}{ccc} & 5 & + & ? \end{array} = \begin{array}{c} 7 \end{array} \]
   The mystery number is \[ \square \]

2. \[ \begin{array}{ccc} 2 & + & ? \end{array} = \begin{array}{c} 8 \end{array} \]
   The mystery number is \[ \square \]

3. \[ \begin{array}{ccc} 6 & + & ? \end{array} = \begin{array}{c} 9 \end{array} \]
   The mystery number is \[ \square \]
Lesson 12 Homework

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 12: Solve add to with change unknown math stories using 5-group cards.

Use your 5-group cards to count on and solve the math stories. Use the boxes to show your 5-group cards.

4. Jack read 4 books on Monday. He reads some more on Tuesday. He reads 7 books total. How many books does Jack read on Tuesday?

5. Kate has 1 sister and some brothers. She has 7 brothers and sisters in all. How many brothers does Kate have?

6. There are 6 dogs in the park and some cats. There are 9 dogs and cats in the park altogether. How many cats are in the park?

Jack reads _________ books on Tuesday.

Kate has __________ brothers.

There are __________ cats total.
Lesson 13: Tell put together with result unknown, add to with result unknown, and add to with change unknown stories from equations.

Date: 5/9/13

Use the number sentences to draw a picture, and fill in the number bond to tell a math story.

1. 5 + 2 = 7

2. 3 + 6 = 9

3. 7 + ? = 9
Lesson 14 Homework

Count on to add.

5 + 1 = □

Write what you say when you count on.

5 + 2 = □

7 + 2 = □

□ = 6 + 3

□ = 7 + □
Use your 5-group cards or your fingers to count on to solve.

Show the shortcut you used to add.

5 + 3 = 8 + 2
6 + 2 = 7 + 3
7 + 3 = 8 + 2

Show the strategy you used to add.

6 + 2 = 7 + 2
6 + 3 = 7 + 2
7 + 2 = 8 + 2

Lesson 16 Homework


$$4 + \square = 6$$

2. Use your 5-group cards to solve $6 + ? = 8$

$$6 + \square = 8$$

3. Use counting on to solve $7 + ? = 10$

$$7 + \square = 10$$
Lesson 17 Homework

Match the equal dominoes then write true number sentences.

1. 

Match the equal dominoes then write true number sentences.

1. 

Find the expressions that are equal. Use the equal expressions to write true number sentences.

2. 

3. 

Find the expressions that are equal. Use the equal expressions to write true number sentences.

2. 

3. 

Name _________________________________ Date ________________

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Lesson 17:
Understanding the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Date: 5/9/13

engage ny
The pictures below are not equal. Make the pictures equal and write a true number sentence.

Circle the true number sentences and rewrite the false sentences to make them true.

4 = 4
5 + 1 = 6 + 1
3 + 2 = 5 + 0
6 + 2 = 4 + 4
3 + 3 = 6 + 2
9 + 0 = 7 + 2
4 + 3 = 2 + 4
8 = 8 + 0
6 + 3 = 5 + 4
Lesson 18:
Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Date: 5/9/13

Find the missing part to make the number sentences true.

\[ 8 + 0 = \_ + 4 \]
\[ 7 + 2 = 9 + \_ \]
\[ 5 + 2 = 4 + \_ \]

\[ 5 + \_ = 6 + 0 \]
\[ 6 + \_ = 4 + 3 \]
\[ 5 + 4 = \_ + 3 \]
Lesson 19 Homework

Use the picture to write a number bond and then write the matching number sentences.

Write the number sentences to match the number bonds.

Name ________________________________ Date ________________

Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).

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Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).

Date: 5/9/13

8 + 2 = __________

7 + 5 = __________

10 + 3 = __________

9 + 3 = __________
Color the larger part and complete the number bond. Write the number sentence starting with the larger part.

1. Color the larger part and complete the number bond. Write the number sentence starting with the larger part.

2. ________ = ________ + ________

3. ________ + ________ = ________

4. ________ = ________ + ________
Lesson 20: Apply the commutative property to count on from a larger addend.

5. \[ \underline{5} = \underline{3} + \underline{2} \]

6. \[ \underline{4} + \underline{4} = \underline{8} \]

7. \[ \underline{5} = \underline{4} + \underline{1} \]
Draw the 5-group card to show a double. Write the number sentence to match the cards.

Fill in the 5-group cards in order from least to greatest, double the number, and write the number sentences.
Lesson 21 Homework

Solve the number sentences.

\[ 3 + 3 = \underline{\quad} \]
\[ 5 + \underline{\quad} = 10 \]
\[ 1 + \underline{\quad} = 2 \]

\[ 4 = \underline{\quad} + 2 \]
\[ 8 = 4 + \underline{\quad} \]

Match the top cards to the bottom cards to show doubles plus 1.

1 \hspace{1cm} 4 \hspace{1cm} 3 \hspace{1cm} 2

5 \hspace{1cm} 2 \hspace{1cm} 3 \hspace{1cm} 4

Solve the number sentences. Write the double fact that helped you solve the double plus one.

\[ 2 + 3 = \underline{\quad} \]
\[ 3 + \underline{\quad} = 7 \]
\[ 4 + \underline{\quad} = 9 \]
Lesson 22 Homework

Solve the problems without counting all. Color the boxes using the key.

**Step 1:** Color problems with +1 or 1 + blue.

**Step 2:** Color remaining problems with +2 or 2 + green.

**Step 3:** Color remaining problems with +3 or 3 + yellow.

<table>
<thead>
<tr>
<th>7 + 1 = ___</th>
<th>8 + ___ = 9</th>
<th>3 + 1 = ___</th>
<th>5 + 3 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + ___ = 7</td>
<td>4 + ___ = 7</td>
<td>6 + 3 = ___</td>
<td>8 + ___ = 10</td>
</tr>
<tr>
<td>2 + 1 = ___</td>
<td>1 + ___ = 2</td>
<td>1 + ___ = 4</td>
<td>6 + 2 = ___</td>
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<tr>
<td>3 + ___ = 6</td>
<td>6 + ___ = 7</td>
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<td>5 + 1 = ___</td>
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<td>2 + 2 = ___</td>
<td>4 + ___ = 6</td>
<td>4 + 1 = ___</td>
<td>7 + 2 = ___</td>
</tr>
<tr>
<td>2 + ___ = 3</td>
<td>9 + 1 = ___</td>
<td>7 + 3 = ___</td>
<td>1 + ___ = 3</td>
</tr>
</tbody>
</table>
Fill in the missing box and find the totals for all expressions. Use your completed addition chart to help you.

1. 
   \[
   \begin{array}{ccc}
   1 + 2 & & 1 + 3 \\
   & 2 + 2 & \\
   & 3 + 2 & 3 + 3 \\
   \end{array}
   \]

2. 
   \[
   \begin{array}{ccc}
   6 + 1 & & 6 + 2 \\
   & 7 + 1 & \\
   & 8 + 2 & 9 + 1 \\
   \end{array}
   \]

3. 
   \[
   \begin{array}{ccc}
   4 + 4 & & 4 + 5 \\
   & 5 + 4 & \\
   & 6 + 4 & \\
   \end{array}
   \]

4. 
   \[
   \begin{array}{ccc}
   2 + 4 & & 2 + 6 \\
   & & 3 + 5 \\
   \end{array}
   \]
Solve and sort the number sentences. One number sentence can go in more than one place when you sort.

| 5 + 1 = ___ | 6 + 2 = ___ | 2 + 3 = ___ |
| 3 + 3 = ____ | 7 + 1 = ____ | 2 + 2 = ____ |
| ____ = 4 + 4 | 8 + 2 = ____ | 3 + 4 = ____ |
| ____ = 5 + 4 | 10 = 1 + ____ | ____ = 5 + 2 |

<table>
<thead>
<tr>
<th>Doubles</th>
<th>Doubles +1</th>
<th>+1</th>
<th>+2</th>
<th>Mentally visualized 5-groups</th>
</tr>
</thead>
<tbody>
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</table>

Write your own number sentences and add them to the chart.

___   ___   ___
Name __________________________ Date ________________

Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.

1. Six flowers bloomed on Monday. Some more bloomed on Tuesday. Now there are 8 flowers. How many flowers bloomed on Tuesday?

   + \[
   \begin{array}{c}
   \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \ Quad

2. Below are the balloons that Mom bought. She bought 4 balloons for Bella and the rest of the balloons were for Jim. How many balloons did she buy for Jim?

   + \[
   \begin{array}{c}
   \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \ Quad
Lesson 25 Homework

Draw a picture to solve the math story.

3. Missy buys some cupcakes and 2 cookies. Now she has 6 desserts. How many cupcakes did she buy?

\[ \square + \square = \square \]
\[ \square - \square = \square \]

Missy bought _______ cupcakes.

4. Jim invites 9 friends to his party. 3 friends arrived late, but the rest came early. How many friends came early?

\[ \square + \square = \square \]
\[ \square - \square = \square \]

_______friends came early.

5. Mom paints her fingernails on both hands. First she paints 2 red. She paints the rest pink. How many fingernails are pink?

\[ \square + \square = \square \]
\[ \square - \square = \square \]

Mom paints _______ fingernails pink.
Lesson 26 Homework

Name ____________________________ Date ______________

Use the number path to solve.

1. 1 2 3 4 5 6 7 8 9 10

3 - 2 = _____ 2 + _____ = 3

5 - 3 = _____ 3 + _____ = 5

2. 1 2 3 4 5 6 7 8 9 10

8 - 6 = _____ 6 + _____ = 8

7 - 4 = _____ 4 + _____ = 7

8 - 2 = _____

9 - 6 = _____
Use the number path to solve. Match the addition sentence that can help you.

3. \(6 - 4 = \underline{\quad}\) \hspace{1cm} \(6 + 4 = 10\)

9. \(9 - 5 = \underline{\quad}\) \hspace{1cm} \(10 = 7 + 3\)

10. \(10 - 6 = \underline{\quad}\) \hspace{1cm} \(4 + 5 = 9\)

10. \(10 - 7 = \underline{\quad}\) \hspace{1cm} \(6 = 4 + 2\)

Write an addition and subtraction number sentence for the number bond. You may use the number path to solve.

```
1  2  3  4  5  6  7  8  9  10

8 3 3

9 3
```
Use the number path to complete the number bond and write an addition and a subtraction sentence to match.

1.

\[
\begin{array}{c}
\quad 10 \\
\quad 3 \\
\end{array}
\quad \quad 
\begin{array}{c}
\quad 10 \\
\quad 6 \\
\end{array}
\]

Solve the number sentences. Pick the best way to solve. Check the box.

a) \( 9 - 7 = \) ______  
   \[
   \begin{array}{c}
   \text{Count on} \\
   \text{Count back}
   \end{array}
   \]

b) \( 8 - 2 = \) ______  
   \[
   \begin{array}{c}
   \text{Count on} \\
   \text{Count back}
   \end{array}
   \]

c) \( 7 - 5 = \) ______  
   \[
   \begin{array}{c}
   \text{Count on} \\
   \text{Count back}
   \end{array}
   \]
Solve the number sentence. Pick the best way to solve. Use the number path to show why.

7 - 5 = ______  
Count on  
Count back

9 - 1 = ______  

10 - 8 = ___  

I counted ______________ because it needed fewer hops.

Make a math drawing or write a number sentence to show why this is best.
Lesson 28: Solve take from \textit{result unknown} math stories with math drawings, true number sentences and statements, using horizontal marks to cross off what is taken away.

Name ____________________________ Date ______________

Read story. Make a math drawing to solve.

1. There were 6 hot dogs on the grill. 2 finish cooking and are removed. How many hot dogs remain on the grill?

\[ 6 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

There are \underline{\hspace{2cm}} hot dogs remaining on the grill.

2. Bob buys 8 new toy cars. He takes 3 from the bag. How many cars are still in the bag?

\[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

\underline{\hspace{2cm}} cars are still in the bag.

3. Kira sees 7 birds in the tree. 3 birds fly away. How many birds are still in the tree?

\[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

\underline{\hspace{2cm}} birds are still in the tree.
4. Brad has 9 friends over for a party. 6 friends get picked up. How many friends are still at the party?

   \[ \underline{\text{____} - \underline{\text{____}} = \underline{\text{____}}} \]

   \( \underline{\text{____}} \text{ friends are still at the party.} \)

5. Jordan is playing with 10 cars. He gave 7 to Kate. How many cars is Jordan playing with now?

   \[ \underline{\text{____}} = \underline{\text{____} - \underline{\text{____}}} \]

   \( \underline{\text{Jordan is playing with \underline{____}} \text{ cars now.}} \)

6. Tony takes 4 books from the bookshelf. There were 10 books on the shelf to start. How many books are on the shelf now?

   \[ \underline{\text{____}} = \underline{\text{____} - \underline{\text{____}}} \]

   \( \underline{\text{____ books are on the shelf now.}} \)
Lesson 29 Homework

Name ___________________________ Date ______________

Read the math stories. Make math drawings to solve.

1. Tom has a box of 7 crayons. 5 crayons are red. How many crayons are not red?
   
   
   ____ - ____ = ____
   ____ crayons are not red.

2. Mary picks 8 flowers. 2 are daisies. The rest are tulips. How many tulips does she pick?
   
   
   ____ - ____ = ____
   Mary picks ____ tulips.

3. There are 9 pieces of fruit in the bowl. 4 are apples. The rest are oranges. How many pieces of fruit are oranges?
   
   
   ____ - ____ = ____
   The bowl has _______ oranges.
Lesson 29: Solve take apart with addend unknown math stories with math drawings, equations and statements, circling the known part to find the unknown.

4. Mom and Ben make 10 cookies. 6 are stars. The rest are round. How many cookies are round?

\[
\begin{align*}
\text{There are} & \quad \Box \quad \text{round cookies.}
\end{align*}
\]

5. The parking lot has 7 spaces. 2 cars are parked in the lot. How many more cars can park in the lot?

\[
\begin{align*}
\text{_____ more cars can park in the lot.}
\end{align*}
\]

6. Liz has 2 fingers with band aids. How many fingers are not hurt?

\[
\begin{align*}
\text{Write a statement for your answer.}
\end{align*}
\]

Date: 5/9/13
Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction.

Date: 5/9/13

Name ________________________________ Date _______________

Solve the math stories. Draw and label a picture number bond to solve. Circle the unknown number.

1. Grace has a total of 7 dolls. She put 2 in the toy box and takes the rest to her friends. How many dolls does she take to her friends?

   ![Diagram of dolls]

   Grace takes _____ dolls to her friends.

   ____ + ____ = 7
   7 - _____ = ____

2. Jack can invite 8 friends to his birthday party. He makes 3 invitations. How many invitations does he still need to make?

   ![Diagram of invitations]

   Jack still needs to make_______ invitations.

   ____ + ____ = 8
   8 - _____ = ____
3. There are 9 dogs at the park. 5 dogs play with balls. The rest are eating bones. How many dogs are eating bones?

\[ \underline{\quad} + \underline{\quad} = 9 \]

\[ \underline{\quad} - \underline{\quad} = \underline{\quad} \]

\( \quad \) dogs are eating bones.

4. There are 10 students in Jim’s class. Seven bought lunch at school. The rest brought lunch from home. How many brought lunch from home?

\[ \underline{\quad} + \underline{\quad} = \underline{\quad} \]

\[ \underline{\quad} - \underline{\quad} = \underline{\quad} \]

\( \quad \) students brought lunch from home.
Lesson 31 Homework

Name ___________________________ Date ________________

Make a math drawing and circle the part you know. Cross out the unknown part.
Complete the number sentence and number bond.

1. Missy gets 6 presents for her birthday. She unwraps some. Four are still wrapped. How many presents did she unwrap?

Missy unwrapped ________ presents.

2. Ann has a box of 8 markers. Some fall on the floor. 6 are still in the box. How many markers fell on the floor?

_____ markers fell on the floor.

3. Nick makes 7 cupcakes for his friends. Some cupcakes were eaten. Now there are 5 left. How many cupcakes were eaten?

_____ cupcakes were eaten.
4. A dog has 8 bones. He hides some. He still has 5 bones. How many bones are hidden?

_____ bones are hidden.

\[ \square \ - \ \square = \square \]

5. The cafeteria table can seat 10 students. Some of the seats are taken. 7 seats are empty. How many seats are taken?

_____ seats are taken.

\[ \square \ - \ \square = \square \]

6. Ron has 10 sticks of gum. He gives one stick to each of his friends. Now he has 3 sticks of gum left. How many friends did Ron share with?

Ron shared with _____ friends.

\[ \square \ - \ \square = \square \]
Name ____________________________  Date ______________

Match the math stories to the number sentences that tell the story. Make a math drawing to solve.

1. There are 10 flowers in a vase. 6 are red. The rest are yellow. How many are yellow?

\[
\begin{align*}
\text{There are 10 flowers in a vase. 6} & \quad \text{are red. The rest are yellow. How many are yellow?} \\
\square + \square & = 9 \\
9 - \square & = \square
\end{align*}
\]

2. There are 9 apples in a basket. 6 are red. The rest are green. How many are green?

\[
\begin{align*}
\text{There are 9 apples in a basket. 6} & \quad \text{are red. The rest are green. How many are green?} \\
3 + \square & = 10 \\
10 - \square & = \square
\end{align*}
\]

3. Kate has her fingernails painted. 3 have designs. The rest are plain. How many are plain?

\[
\begin{align*}
\text{Kate has her fingernails painted. 3} & \quad \text{have designs. The rest are plain. How many are plain?} \\
6 + \square & = 10 \\
10 - 6 & = \square
\end{align*}
\]
Use the number bond to tell an addition and subtraction math story with pictures. Write an addition and subtraction number sentence.

2.

\[ 7 \quad 4 \]

\[ \underline{\_ \_ \_} + \underline{\_ \_ \_} = \underline{\_ \_ \_} \]

\[ \underline{\_ \_ \_} - \underline{\_ \_ \_} = \underline{\_ \_ \_} \]

3.

\[ 8 \quad 5 \]

\[ \underline{\_ \_ \_} + \underline{\_ \_ \_} = \underline{\_ \_ \_} \]

\[ \underline{\_ \_ \_} - \underline{\_ \_ \_} = \underline{\_ \_ \_} \]
Lesson 33 Homework

Show the subtraction. If you want, use a 5-groups drawing for each problem.

1. 2.  
   
   9 - 1 = ___   9 - 0 = _____

3. 4.  
   
   6 - ____ = 6   6 = 7 - _____

Show the subtraction. If you want, use a 5-groups drawing like the model for each problem.

5. 6.  
   
   9 - ____ = 9   8 = 8 - _____

7. 8.  
   
   10 - ____ = 9   7 - ____ = 7
Write the subtraction number sentence to match the 5-group drawing.

9. \[ \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

10. \[ \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

11. \[ \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

12. \[ \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

13. \[ \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

Fill in the missing number. Visualize your 5-groups to help you.

(a) \( 7 - \underline{\hspace{1cm}} = 6 \) 
(b) \( 0 = 7 - \underline{\hspace{1cm}} \)

(c) \( 8 - \underline{\hspace{1cm}} = 7 \) 
(d) \( 6 - \underline{\hspace{1cm}} = 5 \)

(e) \( 8 = 9 - \underline{\hspace{1cm}} \) 
(f) \( 9 = 10 - \underline{\hspace{1cm}} \)

(g) \( 10 - \underline{\hspace{1cm}} = 10 \) 
(h) \( 9 - \underline{\hspace{1cm}} = 8 \)
Name ________________________________  Date ______________

Cross off to subtract.

1. □□□□□ □□□□□ 2. □□□□□ □□□□□

10 - 10 = _____  9 - 8 = _____

Make a 5-group drawing like the ones above. Show the subtraction.

3. 4.

1 = ____ - 7  8 - ____ = 0

5. 6.

0 = ____ - 7  6 - ____ = 1

Make a 5-groups drawing like the model for each problem. Show the subtraction.

5. 6.

9 - ____ = 1  0 = 8 - ____
Write the subtraction number sentence to match the 5-group drawing.

9. 

10. 

11. 

___ - ___ = ___  
___ - ___ = ___  
___ - ___ = ___

12. 

13. 

___ - ___ = ___  
___ - ___ = ___

Fill in the missing number. Visualize your 5-groups to help you.

(a) 7 - ___ = 0 
(b) 1 = 7 - ____

(c) 8 - ___ = 1 
(d) 6 - ___ = 0

(e) 0 = 9 - ____ 
(f) 1 = 10 - ____

(g) 10 - ___ = 0 
(h) 9 - ____ = 1
Solve the sets of number sentences. Write a related number sentence that would have the same number bond. Look for “easy groups” to cross off.

1. 2. 3.

7 - 5 = ____  6 - 5 = ___  9 - ___ = 4

__ - ___ = ___  ___ - ___ = ___  ___ - ___ = ___

Subtract. Make a math drawing, like the ones above, for each. Write a number bond.

4. 5.

10 - 5 = ______  8 - 5 = ____

8 - ___ = 5

Solve. Visualize 5-groups to help you.

(a) 9 - ___ = 4 (b) ___ - 5 = 5 (c) 8 - ___ = 5

(d) ___ - 5 = 2 (e) ___ - 5 = 3 (f) ___ - 4 = 5
Complete the number sentence. Make a number bond.

6. 
7. 
8.

6 - 3 = ___  ___ - 5 = 5  8 - ___ = 4

Match the number sentence to the strategy that helps you solve.

7 - ___ = 2

8 - ___ = 3

10 - ___ = 5

___ - 3 = 3

8 - ___ = 4

9 - ___ = 5
Lesson 36: Relate subtraction from ten to corresponding decompositions.

Name ___________________________________________ Date _____________________

Make a math drawing and solve. Use the first number sentence to help you write a
related number sentence that matches your picture.

1. 2. 3.

10 - 2 = ____ 10 - 1 = ____ 10 - 7 = ____
____ - ____ = ____  ____ - ____ = ____  ____ - ____ = ____

Subtract. Then write the related subtraction sentence. Make a math drawing if
needed, and complete a number bond for each.

4. 5. 6.

10 - 2 = ___ 10 - ___ = 9 10 - ___ = 6
_________ ___________ _________

7. 8.

10 - ___ = 1 ___ = 10 - 5
_________ ___________

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Use a ten-frame to complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

10 - 5 = ___  ___ - ___ = ___

10 - 1 = ___  ___ - ___ = ___

10 - 2 = ___  ___ - ___ = ___

10 - 4 = ___  ___ - ___ = ___

10 - 3 = ___  ___ - ___ = ___
Lesson 37 Homework

Make 5-group drawings and solve. Use the first number sentence to help you write a related number sentence that matches your picture.

1.  
2.  
3.  

\[ 9 - 2 = \_\_\_ \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

\[ 9 - 8 = \_\_\_ \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

\[ 9 - 4 = \_\_\_ \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

Subtract. Then write the related subtraction sentence. Make a math drawing if needed and complete a number bond for each.

4.  
5.  
6.  

\[ 9 - 7 = \_\_\_ \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

\[ 9 - \_\_ = 9 \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

\[ 9 - \_\_ = 6 \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

7.  
8.  

\[ 9 - \_\_ = 1 \]
\[ \_\_\_ - \_\_\_ = \_\_\_ \]

\[ \_\_\_ = 9 - 5 \]
Use 5-group drawings to help you complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

\[
\begin{align*}
9 &- 5 = \_\_\_ \_\_ - \_\_\_ = \_\_\_ \\
9 &- 1 = \_\_\_ \_\_ - \_\_\_ = \_\_\_ \\
9 &- 2 = \_\_\_ \_\_ - \_\_\_ = \_\_\_ \\
9 &- 6 = \_\_\_ \_\_ - \_\_\_ = \_\_\_ \\
9 &- \_\_\_ = 0 \_\_\_ - \_\_\_ = \_\_\_ \\
\end{align*}
\]
Find and solve the 7 unshaded addition problems that are doubles and 5-groups.

Make subtraction flashcards for the related subtraction facts. (Remember, doubles will only make 1 related subtraction fact instead of 2 related facts.)

Make a number bond card and use your cards to play memory.

<table>
<thead>
<tr>
<th>1 + 0</th>
<th>1 + 1</th>
<th>1 + 2</th>
<th>1 + 3</th>
<th>1 + 4</th>
<th>1 + 5</th>
<th>1 + 6</th>
<th>1 + 7</th>
<th>1 + 8</th>
<th>1 + 9</th>
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<tbody>
<tr>
<td>2 + 0</td>
<td>2 + 1</td>
<td>2 + 2</td>
<td>2 + 3</td>
<td>2 + 4</td>
<td>2 + 5</td>
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<td>2 + 7</td>
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<td>3 + 0</td>
<td>3 + 1</td>
<td>3 + 2</td>
<td>3 + 3</td>
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<td>5 + 0</td>
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Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

Date: 5/9/13
Lesson 39 Homework

Solve the unshaded addition problems.

Make a number bond card. Use your cards to play memory.

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</table>

Date: 5/9/13
Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.

Date: 5/9/13
Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.

Date: 5/9/13
*Write the number of dots. Find 1 or 2 groups that make finding the total number of dots easier!

<p>| | | | |</p>
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</table>
*Write the number of dots. Find 1 or 2 groups that make finding the total number of dots easier!

<p>| | | | |</p>
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</tr>
</tbody>
</table>

Date: ___________________________
Number Bond Dash!

Directions: Do as many as you can in 60 seconds. Write the amount you finished here:

1.  5
    4

2.  5
    5

3.  5
    4

4.  5
    3

5.  5
    4

6.  5
    3

7.  5
    2

8.  5
    4

9.  5
    1

10. 5
    2

11. 5
    0

12. 5
    1

13. 5
    2

14. 5
    3

15. 5
    4

16. 5
    5

17. 5
    4

18. 5
    3

19. 5
    2

20. 5
    1

21. 5
    5

22. 5
    0

23. 5
    1

24. 5
    3

25. 5
    2
Lesson 4: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

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<th>18</th>
<th>19</th>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Write the number that is 1 more.

Number correct:
Lesson 4:
Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

**Date:** 5/9/13

<p>| | | | | | | | |</p>
<table>
<thead>
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</tr>
</tbody>
</table>

*Write the number that is 1 more.*

Number correct: **B**

---

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Lesson 5: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.

Name ___________________________ Date __________

**Number Bond Dash!**

Directions: Do as many as you can in 90 seconds. Write the amount you finished here:

1. \(6\) \(6\)
2. \(6\) \(5\)
3. \(6\) \(4\)
4. \(6\) \(5\)
5. \(6\) \(6\)
6. \(6\) \(5\)
7. \(6\) \(4\)
8. \(6\) \(5\)
9. \(6\) \(4\)
10. \(6\) \(3\)
11. \(6\) \(3\)
12. \(6\) \(4\)
13. \(6\) \(2\)
14. \(6\) \(3\)
15. \(6\) \(2\)
16. \(6\) \(5\)
17. \(6\) \(1\)
18. \(6\) \(0\)
19. \(6\) \(1\)
20. \(6\) \(0\)
21. \(6\) \(1\)
22. \(6\) \(5\)
23. \(6\) \(4\)
24. \(6\) \(2\)
25. \(6\) \(3\)

© Kelly Spinks
Number Bond Dash!

Directions: Do as many as you can in 90 seconds. Write the amount you finished here:

1. 7 6
2. 7 7
3. 7 6
4. 7 5
5. 7 6

6. 7 7
7. 7 6
8. 7 5
9. 7 4
10. 7 3

11. 7 4
12. 7 3
13. 7 2
14. 7 5
15. 7 2

16. 7 6
17. 7 1
18. 7 0
19. 7 2
20. 7 5

21. 7 1
22. 7 5
23. 7 3
24. 7 0
25. 7 6

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Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.

Date: 5/9/13

Name ________________________________ Date __________________

Number Bond Dash!

Directions: Do as many as you can in 90 seconds. Write the amount you finished here:

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25.
Number Bond Dash!
Directions: Do as many as you can in 90 seconds. Write the amount you finished here:

1.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   8 \\
   \end{array} \]

2.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   7 \\
   \end{array} \]

3.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   8 \\
   \end{array} \]

4.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   7 \\
   \end{array} \]

5.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   9 \\
   \end{array} \]

6.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   6 \\
   \end{array} \]

7.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   7 \\
   \end{array} \]

8.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   6 \\
   \end{array} \]

9.  
   \[ \begin{array}{c}
   9 \\
   \bigcirc \\
   5 \\
   \end{array} \]

10.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    4 \\
    \end{array} \]

11.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    8 \\
    \end{array} \]

12.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    1 \\
    \end{array} \]

13.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    7 \\
    \end{array} \]

14.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    2 \\
    \end{array} \]

15.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    6 \\
    \end{array} \]

16.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    5 \\
    \end{array} \]

17.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    6 \\
    \end{array} \]

18.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    7 \\
    \end{array} \]

19.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    2 \\
    \end{array} \]

20.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    3 \\
    \end{array} \]

21.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    5 \\
    \end{array} \]

22.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    1 \\
    \end{array} \]

23.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    2 \\
    \end{array} \]

24.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    0 \\
    \end{array} \]

25.  
    \[ \begin{array}{c}
    9 \\
    \bigcirc \\
    2 \\
    \end{array} \]
Number Bond Dash!
Directions: Do as many as you can in 90 seconds. Write the amount you finished here:

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25.

© Kelly Spinks
Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

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Name ___________________________ Date ____________

*Count on to add.

Number correct: ____________
Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

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<tr>
<td>15</td>
<td>7 + 1</td>
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</table>
**Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).**

Name ___________________________  Date ________________

*Count On to Add*

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</table>
**Count On to Add.**

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Lesson 28 Sprint

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*Write the number that is 1 less*

**Date:** 5/9/13

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Lesson 28:

Solve take from with result unknown math stories with math drawings, true number sentences and statements, using horizontal marks to cross off what is taken away.

Date: 5/9/13

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*Write the number that is 1 less.

Name _____________________________

Date _____________________________

Number correct: ___
**Lesson 34:** Model n-n and n-(n-1) pictorially and as subtraction sentences.

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**Lesson 34 Sprint**  
**NYS COMMON CORE MATHEMATICS CURRICULUM**  
**Name __________________________ Date __________________**  

*Write the missing number from each subtraction sentence. Pay attention to the = sign.*

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Number correct: **B**
Write the missing number from each subtraction sentence. Pay attention to the = sign.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | 2 - 2 =□ | 16 | 0 = 10 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 | 1 - 1 =□ | 17 | 0 = 9 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 | 1 - 0 =□ | 18 | 0 = 8 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | 3 - 3 =□ | 19 | 0 = 6 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | 3 - 2 =□ | 20 | 1 = 6 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | 4 - 4 =□ | 21 | 1 = 7 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | 4 - 3 =□ | 22 | 1 = 10 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | 6 - 6 =□ | 23 | 10 -□ = 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | 7 - 7 =□ | 24 | □ - 9 = 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10 | 8 - 8 =□ | 25 | 7 -□ = 0 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 | 8 - 7 =□ | 26 | 0 = 7 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 | 9 - 9 =□ | 27 | 0 = 9 -□ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13 | 9 - 8 =□ | 28 | □ - 8 = 0 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14 | 10 - 10 =□ | 29 | □ - 7 = 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15 | 10 - 9 =□ | 30 | 1 =□ - 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decomposition.

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## Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decomposition.

### Date: 5/9/13

Write the missing number from each subtraction sentence. Pay attention to the = sign.

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*Write the missing number from each subtraction sentence. Pay attention to the + and - signs.

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*Write the missing number from each number sentence. Pay attention to the + and - signs.*

Name ________________________________ Date ________________

Number correct: ______